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ABSTRACT

This report supplements the first South East Education Development project (SEED) on first grade children. Full and partial records of 624 second grade students and 591 third grade students are the basis of this diagnostic review. The empirical data obtained for the SEED project students included: each student's sex and number of full days in attendance; teacher's estimate of the student's reading level; reading grade assigned at the end of the school term; and scores from standardized tests. The empirical findings were: the second grade students attended 86 percent and the third grade students attended 88 percent of the 181 day school year; the teachers' estimates of students' reading levels were validated by the achievement test scores at the one percent level of significance; there was no significant difference in the mean reading stanine scores per school earned by the second and third grade students in 1969-1970; there was no significant difference in mean attendance between boys and girls; and girls exceeded boys in mean reading stanine scores. Appendices are included. (See ED 052 905 for first SEED report and CS 000 114.) (Author/WR)

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THE UNIVERSITY OF SAN FRANCISCO

Educational Planning Laboratory

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SECOND AND THIRD GRADE STUDENTS IN THE HUNTERS POINT-BAYVIEW SEED PROJECT: A DIAGNOSTIC REVIEW

by

James Steve Counelis
Associate Professor of Education

San Francisco, California

OCTOBER 26, 1971

CS 000 113

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PREFACE

The first report on the SEED project schools was completed in August 1970. That report described the SEED work in reading achievement for the first grade children. That report was for the academic year 19[illegible]-1970.*

This report supplements that first SEED study on first grade students. Herein will be found the description of second and third grade students for that same academic year. During this 1969-1970 year for SEED, only the first grade students were aided instructionally. Hence this report on the second and third grade reading reflects the results of the standard fare of the San Francisco Board of Education in these schools. Only Jedediah Smith and Sir Francis Drake had other federal funding, these schools being involved in ESEA Title I funding. Together, the two SEED reports on the 1969-1970 academic year provide base year data for the study of the 1970-1971 academic year's work of SEED.

The preface of the first report noted the following:

> There is much to admire in the SEED project's efforts and educational progress in first grade reading education as the reader will see for himself further in this diagnostic review. However, the work of this diagnostic reviewer was hampered by recent policies of the Unified School District of San Francisco in relation to the use of ability or so called I.Q. tests in the evaluational work of programs. Explicitly, Mr. Yvon O. Johnson's memorandum of May 11, 1970 is the current embodiment of that policy. The complete text of this memorandum is found in Appendix I. Its essence is the prohibition of ability tests for program evaluation purposes. Though there are many reasons why this policy came into being and effect, the accounting for variance in achievement test results is not possible without external criterion measures of a standardized variety. This writer believes that this policy is too stringent in character. He also believes that this was not the original intent of the board policy, viz., to hamper educational evaluation of programs. Allowance for ability tests in program evaluations is not only appropriate but needed. Ignorance is no substitute for science; and the argument from silence is no argument at all.

In this report, the same words obtain and the text of Mr. Johnson's memorandum is found in the Appendix.

As in the previous report, I note now my gratitude to the Reverend Charles H. Lee, SEED project director, and the entire SEED staff for their aid. And to Mr. Robert L. Fisher, SEED supervisor of education, I am grateful for his sharing of knowledge and experience in elementary education, for his intimate knowledge of the SEED curricula was invaluable. I am also grateful for his review of the findings of this report so as to check incongruities and errors that might have crept into it inadvertently.

To my graduate student and research assistant Brother Ronald Lee Roggenback, F.S.C., I am grateful for the benefit I derived from his statistical labors and thinking that sharpened this report. Again, I note with special regard the computer programming work of Hugh James Everett, doctoral student in computer sciences in the University of California-Berkeley. His conscientiousness, fortitude, competence, and good humor contributed to the success of this report. In addition, I am indebted to Misses Helen R. Campbell and Diane Pederson whose typing skills made this manuscript a reality.

To Dr. Robert G. Lamp, Director of the Educational Planning Laboratory and my colleague in the Department of Education, I owe much. The opportunity to do this work, the freedom to tackle it as I saw fit, and for his mounds of humane patience, I am grateful. To have the opportunity to learn and to enjoy that experience is a personal gift for which I can say only thanks.

To my patient and loving family, Anna, Steven and George, I extend my affection for understanding.

The results of this project report rest with me; and the responsibility for it is entirely mine.

JSC

October 26, 1971
The University of San Francisco
San Francisco, California 94117

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*James Steve Counelis, First Grade Students in the Hunters Point-Bayview SEED Project: A Diagnostic Review (San Francisco: The University of San Francisco-Educational Planning Laboratory, August 15, 1970).

A LIST OF MAJOR FINDINGS

The following findings of this diagnostic review are about the second and third grade students in the SEED project schools for the academic year 1969-1970. However, it must be noted that SEED project funds did not go into curricular development and enrichment for these graded students. The first grade students were the first group of students upon which the SEED project concentrated. These findings are intended to be a sort of baseline for the second year's work of SEED where the second and third grades would be included, that is for the academic year of 1970-71. Of course these findings are subject to the qualifications which arise from the variability found at the levels of the school, the classroom, and the individual student.

For the eight SEED project schools in the Baysview-Hunters Point the following findings have been found:

1. On the average, the second grade students attended 86% of the 181 school year; and the third grade students attended 88% of the 181 school year.

2. The mean stanine reading scores for the second grade students was 2.69 which at the upper end of the "Below Grade Level" category.

3. The mean stanine reading scores for the third grade students was 2.49 which is at the center of the upper end of the "Below Grade Level" category.

4. The mean grade equivalent score in reading for the second grade students was 2.12 which (when compared with the normed grade level expected at 2.90) is found to be about 8 months below grade.

5. The mean grade equivalent score in reading for the third grade students was 2.56 which (when compared with the normed grade level expected at 3.90) is found to be about 14 months below grade.

6. The teachers' subjective and experientially based estimates of their pupils' within-grade capacity levels were validated by the achievement test scores at the one percent level of significance.

7. There was no significant difference in the mean reading stanine scores per school earned by the second and third grade students in 1969-1970 from the prior year's students' mean reading stanine scores in the same grades for the same schools.

8. There was no significant difference in mean attendance between boys and girls in both the second and third grades.

9. On a per school basis, there was no significant difference between boys and girls in their mean stanine reading scores achieved, though on a pooled basis for all schools, girls exceeded boys in mean reading stanine scores.

INTRODUCTION

In August 1970, the first diagnostic review of students in the SEED project was written and published. Due to administrative problems in the SEED office, the second and third grade students in the program were not studied because the data were not made available. It was not until mid-March 1971 that these became available. Therefore this report supplements the earlier report. The earlier report was: James Steve Counelis, First Grade Students in the Hunters Point-Bayview SEED Project: A Diagnostic Review (Mimeographed report; San Francisco: The Educational Planning Laboratory of the University of San Francisco, August 15, 1970).

This report on the second and third grade students in the SEED project schools is a diagnostic review and not a judgment. As a post hoc description with no prior control over the design and collection of data, much must be left unsaid because to assert more than the data would warrant is merely to assert arguments from silence.

The SEED project schools are eight in number. The seven public schools are: (1) Bayview; (2) Bret Hart; (3) Burnett; (4) Fremont; (5) Hunters Point II; (6) Jedediah Smith; (7) Sir Francis Drake. All Hallows is the one private school in the SEED project and it is a Roman Catholic institution.

This report will provide a descriptive analysis of the second and third grade children in the SEED project's eight schools. Full and partial records of 624 second grade students and 591 third grade students are the basis of this diagnostic review. The project had as its goal to work on reading and mathematics programs.

THE EMPIRICAL BASIS FOR THIS DIAGNOSTIC REVIEW

Through the cooperation and service of the SEED office staff, the principals of the several SEED project schools and most of the classroom teachers, a set of empirical data was obtained on the second and third grade students under SEED project funding. These data were: (1) student's name; (2) student's birthday: month and year; (3) student's sex; (4) the number of full days in attendance in the program; (5) teacher's estimate of the student's reading level: below grade, at grade, and above grade levels; (6) the grade for reading assigned by the teacher at the end of the school term; (7) the stanine score and the grade equivalent score earned by the students on the Stanford Achievement Test: Primary II Reading Test- Forms W and X, given in Spring 1970. The second grade students took Form W of the Stanford Test. The third grade students tool Form X of the same test.

Two other pieces of data were collected; but they were not used in this review. These were: (1) teacher's estimate of student's arithmetic level: below grade, at grade and above grade levels; (2) the arithmetic grade assigned

by the teacher at the end of the school term. Inasmuch as an achievement examination in arithmetic had not been administered as it had been for reading, the absence of an external criterion measure made it impossible to make a reasonable diagnostic opinion on achievement in arithmetic.

In Dr. Pangloss' best of all possible worlds, complete records of every child is not possible. Every researcher expects to find a certain number of partial records. But it was unfortunate for this diagnostic review that about 27 percent of the second grade children's records and 5 percent of the third grade children's records are partial in respect to significant data. For the second grade children, it is particularly difficult to sustain the absence of all of the student's records from Jedediah Smith, 32 percent of the Fremont records, 27 percent of the Bayview records, and 25 percent of the Bret Harte records. Likewise, 39 percent of the third grade records from Jedediah Smith also compounds the problem. Nonetheless, these gaps do not constitute an insurmountable deterrent toward achieving a limited, reasonable, useful and meaningful diagnostic review. See Tables Nos. 1-4 for the number, the particular areas of data, as well as the schools and classes for which student records are partial to a significant degree.

This diagnostic review will not attempt to study the several curricular approaches to the teaching of second and third grade reading in the SEED schools. These problems are not amenable to post hoc educational analysis. Though very complex, such problems are amenable to systematic inquiry, given the development and correct installation of the research design into the reading curricula so that the data collection becomes an integral and unobtrusive element planned into the learning process of the children. This was not the case during this first year of SEED.

NON-ACADEMIC CHARACTERISTICS OF SEED SECOND GRADE AND THIRD GRADE STUDENTS

The ethnic composition of the SEED schools typify the current industrial slum. The second and third grade students in the Hunters Point-Bayview area schools are over 90 percent black. See Tables Nos. 5-6 for the ethnic composition of the second and third grade classes for the 1969-1970 academic years. This ethnic data of these schools in the SEED project was provided by the records of the SEED Office staff.

The overall proportional distribution of boys and girls in the 1969-1970 SEED project second graders is 49 and 51 percent, respectively. The same statistics for the third graders is 55 and 45 percent respectively. Hence, the proportions of boys to girls are reversed for these two grade levels. See Tables Nos. 7-8 for the school distributions of boys and girls for each grade.

As would be expected for students entering a succeeding grade, the mean age of all second grade student is eight

years. For all third grade students, the mean age is nine years. See Tables Nos. 9-10 for the frequency and propositional distribution of second and third grade pupils by school and sex. The decimal ages were calculated as of June 1970.

ATTENDANCE PATTERNS

School attendance is an empirical indicator of the child's availability for his opportunity in instruction. Of course, the lower the attendance record, the lower the pupil's opportunity to learn, given the importance of such instruction to the people of the desperate economic circumstances in which the majority of the Hunters Point-Bayview parents find themselves.

But attendance in school is also an empirical indicator of the degree of rapport, cordiality, and cooperation between parents and the school. The reasoning is, the closer the cooperation between the parent and the school, the higher the attendance of the child. The higher the attendance of the child in school, the greater the opportunity for a given child to learn.

The total number of days in the academic year for the 1969-1970 in the San Francisco Unified School District was 181. For all of the SEED program second graders, the mean full days in program was 157 days; and the range of this

statistic for the schools was from the Hunters Point II mean of 144 days to All Hallows' mean of 167 days. No data were had for Jedediah Smith second grade classes.

For the SEED project third grade pupils, the mean full days in program was 160; and the range was from the Hunters Point II low mean of 147 days to the high of Bayview's mean of 171 days. See Tables Nos. 11-12 for these statistics by school and sex.

Attendance can be stated more cogently in terms of the percent of the base of 181 days in school. For all schools, the second grade pupils had a mean percent of 86. The range of this attendance statistic is from Hunters Point II low mean of 79 percent to a 92 percent mean for All Hallows. The third grade children had a mean percent of 88. The range of this attendance statistic is from Bayview's high of 94 percent to Hunters Point II low mean of 81 percent. As before, there were no data for the second grade students of Jedediah Smith. See Tables Nos. 13-14 for these statistics by school and by sex.

There is another way to look at attendance of SEED project students, that being the percent of the number of students attending more than 80 percent of the total school year of 181 days. In this regard, for all SEED schools'

second graders, 86 percent attended school more than 80 percent of the time. Likewise, the statistic for all SEED schools' third graders is that 86 percent of the children attended more than 80 percent of the time. The range of this statistic for second grade pupils is from the Hunters Point II statistic of 65 percent of the pupils attending 80 percent and more of the time to All Hallows statistic of 100 percent of their pupils attending more than 80 percent of the time. The similar statistic for third grade students is from Hunters Point II's 74 percent who attended more than 80 percent of the time to Baysview's 100 percent who attended more than 80 percent of the time. See Tables 13-14 for these statistics by school and by sex.

If there is any one issue upon which the SEED organization, the schools and the parents can work cooperatively and with immediate results, that issue is improvement of attendance. It is important, necessary and vital to young lives being molded. It has been suggested that school attendance is a function of the degree of cooperation existing between the school and the parents. It appears that much needs to be done in this area.

TEACHER EVALUATION OF READING

Under procedures of the Unified School District of San Francisco, the evaluation of primary students is done on a twofold basis. On her practical but subjective experience with the students, the teacher estimates the within-grade capacity level of each child. These estimates of the within-grade capacity are designated below with a numerical score attached to each:

(a) Above Grade Level: 1;
(b) At Grade Level: 2;
(c) Below Grade Level: 3.

Tables Nos. 15-16 provide the mean of the within-grade teacher estimates of the SEED project second and third grade students for all schools, for individual schools, and by sex. A cursory reading of these tables shows that the teachers tend to rate their students to be "At Grade Level" or slightly below. It appears to be fairly universal as demonstrated by the fact that the standard deviations vary between two-thirds to three-fourths of a grade point. Further evidence is given in the frequency distributions

of students placed within these categories because more than one-half of the students tend to be classed within the categories "Above Grade Level" and "At Grade Level," though this does vary with the particular school and teacher.

The second part of the teacher evaluation for primary students is the assignment of grades within each of the within-grade level estimates of student capacity noted above. The grades given, with their assigned numerical value, are:

(a) Excellent = 1;
(b) Very Good =2;
(c) Satisfactory = 3;
(d) Improvement Needed = 4.

In both the first and second grades, however, the grade "Excellent" is never awarded. The highest grade possible is "Very Good" while the third grade students can be awarded the grade of "Excellent." Tables No. 17-18 provide the mean grades earned by the second and third grade pupils in the SEED project. For the most part, the grades tend toward "Satisfactory," the means for the second and third graders as groups being 2.87 and 2.72 respectively. The frequency distributions of SEED second and third grade students within the grade categories given above further supports this contention because about two-thirds to three-fourths of these pupils were placed in the upper three categories, though this varies from school to school.

In a collective sense, the SEED teachers' assessment of their pupils is quite obvious. These teachers believe that their pupils are at grade level and doing satisfactorily. See Tables Nos. 17-18 for the detailed statistics upon which this assertion is built. A comparison of these assessments will be made with the external criterion of a standardized reading test.

ACHIEVEMENT TEST RESULTS

In May 1970, the second and third grade SEED project students were tested with the Stanford Reading Achievement Examination, Forms W and X being used respectively.[1/] For both grades, two scores were recorded for each child taking the examination: (1) a stanine score; (2) a grade equivalent score.

Stanine scores are derived scores which provide useful categories within which students rank themselves. The following within-grade categories are defined in terms of stanine scores:

(a) Below Grade Level: 1, 2, 3;
(b) At Grade Level: 4, 5, 6;
(c) Above Grade Level: 7, 8, 9.

Tables Nos. 19-20 contain the stanine score information for both grades for all schools combined, by schools individually, and by sex.

1/ For technical information of these examinations, see, Truman L. Kelley, et al., Stanford Achievement Tests: Technical Supplement (New York: Harcourt, Brace, and World, Inc., 1966).

For all second graders in the SEED schools, the mean stanine score was 2.69 which is two-thirds of the way into the upper end of the "Below Grade Level" category. Two-thirds of the students were in this category while the others were distributed among the upper two groups. The mean stanine scores for boys and girls combined ranges from Hunters Point II at 1.60 to the mean stanine score of 3.59 for the Burnett boys and girls in the second grade. It is noteworthy that Hunters Point II had no students in the "At Grade Level" and "Above Grade Level" categories; and that Burnett and Sir Francis Drake did not have any students in the "Above Grade Level" group. See Table No. 19 for the statistics on the second graders by school and by sex.

For all third grade students combined in the SEED schools, the mean stanine score was 2.49 which is just half way toward the upper end of the "Below Grade Level" category. Three-quarters of all the third grade students were in this lower group, the remaining quarter being found in the upper two classes. The mean stanine scores for boys and girls combined range from the All Hallows high of 4.45 mean stanine to Jedediah Smith's low of 1.74 mean stanine. It is useful to note that Bret Harte, Fremont, Jedediah Smith, and Sir Francis Drake did not have any students in the "Above Grade Level" category. See Table No. 20 for the statistics on the third grade pupils by school and sex.

As rankings, stanine scores do not provide useful units for the layman's interpretation of educational progress because it is not a norm or standard that is commonly known to him. A means for doing this is the grade equivalent score. The grade equivalent score is a decimal number in which the whole number represents the grade year and the fractional tenths represent the number of calendar school months within a ten-month school year. Thus the grade equivalent score of 5.6 is interpreted to mean the achievement that is commensurate with that found at the sixth month of the fifth grade of a given norming population of students for a specific subject matter area. Generally, the norming population is a very large national sample. Tables Nos. 21-22 provide the statistics on the second and third graders of the SEED schools in terms of their reading achievement by grade equivalent scores.

Based on national norming populations, it would be anticipated that second grade children being tested in the ninth month of the second grade would normally earn a grade equivalent score in reading achievement in the region of 2.90 as a group. For all the second grade children in the SEED schools, the mean grade equivalent score was 2.12, or about eight months behind on the average. This post hoc finding does not refer to the rate of learning that was

going on in the SEED schools under its program for the eight months that it had been installed, for no pre-test/post-test differential is calculable in order to discover this rate. See Tables No. 21 for the statistical information on the second graders by school and sex; and in Table No. 23 for the statistics by school and teacher.

Again based on national norms, it would be anticipated that third grade pupils being tested in the ninth month of the third grade would normally earn a grade equivalent score in reading achievement in the region of 3.90 as a group. For all third grade students in the SEED schools, the mean grade equivalent score was 2.56 or about 14 school months behind as a group. Again, this post hoc finding does not refer to the rate of learning that was going on in the SEED project schools during the eight months in which the project was operating. This rate is not discoverable because of the absence of pre-test data on the students. See Table No. 22 for the statistics on the third graders by school and sex; and see Table No. 24 for statistics by school and teacher.

The previous section on the teacher subjective evaluation of their pupils ended with the need to test the teachers' evaluations against the external criterion of a standardized test in reading. Tables Nos. 25 and 26 provide this test of association and correlation.

The finding is that as a group the teachers' subjective evaluation of their pupils as to their with-in grade reading capacities is highly associated and correlated with the earned stanine scores of their pupils on the Stanford tests. The distribution of students in terms of these two variables for both grades are statistically significant at the one percent level, meaning that these distributions could occur by chance only once in one hundred times. The correlation between these two variables was measured by a Contingency Coefficient C which was calculated to be .48 for the second graders and .40 for the third graders. Given that 3 x 3 tables yield a maximum C of .82, the C value of the second graders was calculated to be 59 percent of that maximum value and the C value of the third graders was calculated to be 49 percent of that same value. The facts that only 394 out of the 624 second graders and 509 out of the 591 third graders were used in these tests do not vitiate this common finding.

OTHER FINDINGS

This section provides a series of findings that are relevant and important for interpreting this review report as whole.

Sex-linked Hypothesis: For both the second and third grades two hypotheses were tested to determine whether the boys and girls in this test population differed significantly in respect to attendance and stanine scores in reading. Tables No. 27-30 present Mann-Whitney U tests on all of these issues. For both the second and third grades, the boys and girls did not significantly differ in terms of their attendance to school. However, a different finding was found for the reading stanine scores. When all the students from all the schools are pooled, the girls were found to have significantly higher reading stanine scores than the boys in both the second and the third grades. This is a common finding. However, when individual schools are tested, no significant difference in boys' and girls' scores is noted for either the second or the third grades.

Prior Year Comparisons: The SEED project curriculum enrichment was not introduced into the second and third grade curriculums during this first year of work. Unlike the beginning of positive change found in the first graders who were affected by the SEED projects curricular enrichment programs, the second and third graders continued in the standard curriculum of the San Francisco Unified School District as it was known in the Baysview-Hunters Point schools. Hence if the second and third grade students of the prior academic year were compared with this academic year's students, no difference in mean stanine scores per school would be expected. That fact was substantiated in the data found in Tables Nos. 31-32. For both the second and third grade students, a Kruskul-Wallis One Way Analysis of Variance Test H statistic was calculated and no significant difference was found between the groups. The necessity of this finding is important in relation to the following year's anticipation of results for the second and third year students' inclusion within the SEED project's perview.

CONCLUSION

Nine empirical findings summarize this diagnostic review. Recorded baldly and for the reader's convenience at the front of this report, these findings reveal a post hoc description of the SEED second and third grade students and their reading achievement. Again, it must be noted that the SEED project did not fund any type of curricular enrichment for the second and third grade children in the SEED schools. This report will provide baseline data on this academic year of 1969-1970 for the following academic year's evaluation of SEED's effect. The reserved comment that one can make on the basis of these empirical findings is that the reading curriculum in these schools of the San Francisco Unified School District appears to fail in effectiveness across the board. There is obvious need for marshalling resources and parental involvement in these schools such that intensive instructional intervention becomes available and effective so as to change the lives of these children.

The nine empirical findings are:

1. On the average, the second grade students attended 86% of the 181 school year; and the third grade students attended 88% of the 181 school year.

2. The mean stanine reading scores for the second grade students was 2.69 which at the upper end of the "Below Grade Level" category.

3. The mean stanine reading scores for the third grade students was 2.49 which is at the center of the upper end of the "Below Grade Level" category.

4. The mean grade equivalent score in reading for the second grade students was 2.12 which (when compared with the normed grade level expected at 2.90) is found to be about 8 months below grade.

5. The mean grade equivalent score in reading for the third grade students was 2.56 which (when compared with the normed grade level expected at 3.90) is found to be about 14 months below grade.

6. The teachers' subjective and experientially based estimates of their pupils' within-grade capacity levels were validated by the achievement test scores at the one percent level of significance.

7. There was no significant difference in the mean reading stanine scores per school earned by the second and third grade students in 1969-1970 from the prior year's students' mean reading stanine scores in the same grades for the same schools.

8. There was no significant difference in mean attendance between boys and girls in both the second and third grades.

9. On a per school basis, there was no significant difference between boys and girls in their mean stanine reading scores achieved, though on a pooled basis for all schools, girls exceeded boys in mean reading stanine scores.

APPENDIX

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Division of Research and Program Evaluation

MEMORANDUM

May 11, 1970

To: All Evaluators of Special Programs

From: Yvon O. Johnson, Acting Director
Research and Program Evaluation

Subject: Use of Ability (IQ) Tests in Program Evaluation

Inasmuch as the primary intent of all special instructional programs presently carried on in the San Francisco Unified School District is tc increase student achievement in subject-matter content and skills;

And, inasmuch as the employment, if any, of ability (IQ) tests is only to attempt to describe the learning ability of the participating students and is not an integral part of the evaluation of student achievement;

And, inasmuch as there exists concern as to the validity of present ability (IQ) tests in measuring the learning potential of ethnic minority and/or low-socioeconomic-status students, and that there is a concern that a self-fulfilling prophecy can result when program personnel use these ability (IQ) scores as an indication of student learning potential;

Therefore, the Division of Research and Program Evaluation hereby directs all inhouse and contract evaluators of special programs that, as of this date, the following statements apply to all present and future special instructional programs:

1. No ability (IQ) tests other than those mandated by the State of California are to be administered to program students.

2. No ability (IQ) test scores, including those obtained from State-mandated testing, are to be maintained in the special program's data bank or records. Existing IQ scores in the program's data bank or records are to be removed or blanked out.

3. Program evaluators will not furnish ability (IQ) scores to program personnel or others.

4. Program evaluation reports will not contain ability (IQ) scores.

This directive does not preclude any studies or experiments that attempt to develop culture-free or culturally relevant tests of learning ability, proficiency, or potential. Permission for such studies must, of course, be obtained through this office.

YOJ:eh

TABLE NO. 1: CHECK SHEET OF DATA OBTAINED ON SEED PROJECT
SECOND GRADE STUDENTS BY SCHOOL AND CLASSROOM TEACHER

SCHOOL AND TEACHER	BIRTH DATE	NUMBER OF FULL DAYS IN PROGRAM	TEACHER'S READING GRADE LEVEL ESTIMATE	READING COURSE GRADE	READING TEST STANINE SCORE	READING TEST GRADE EQUIVALENT SCORE	SEX
ALL HALLOWS							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
BAYVIEW							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	X	X	X	X	X	X
(4)	X	O	O	O	X	X	X
BRET HARTE							
(1)	X	X	X	X	P^1	P^1	X
(2)	X	X	X	X	P^2	P^2	X
(3)	X	O	O	O	X	X	X
(4)	X	X	X	X	P^3	P^3	X
BURNETT							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	X	X	X	X	X	X

TABLE NO. 1 : CONTINUED

SCHOOL AND TEACHER	BIRTH DATE	NUMBER OF FULL DAYS IN PROGRAM	TEACHER'S READING GRADE LEVEL ESTIMATE	READING COURSE GRADE	READING TEST STANINE SCORE	READING TEST GRADE EQUIVA-LENT SCORE	SEX
FREMONT							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	0	0	0	X	X	X
(4)	0	X	X	X	X	X	X
HUNTERS POINT II							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	X	X	X	X	X	X
JEDEDIAH SMITH							
(1)	X	0	0	0	X	X	X
(2)	X	0	0	0	P[4]	P[4]	X
(3)	X	0	0	0	X	X	X
(4)	X	0	0	0	X	X	X

TABLE NO. 1 : CONTINUED

SCHOOL AND TEACHER	BIRTH DATE	NUMBER OF FULL DAYS IN PROGRAM	TEACHER'S READING GRADE LEVEL ESTIMATE	READING COURSE GRADE	READING TEST STANINE SCORE	READING TEST GRADE EQUIVA-LENT SCORE	SEX
SIR FRANCIS DRAKE							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	X	X	X	X	X	X
(4)	X	X	X	X	X	X	X
(5)	X	X	X	X	X	X	X
	1 - 7	out of 21	Tests Absent				
	2 - 15	out of 21	Tests Absent				
	3 - 6	out of 19	Tests Absent				
	4 - 10	out of 27	Tests Absent				

X = MATERIAL PRESENT
O = MATERIAL ABSENT
P = PARTIAL MATERIAL

TABLE NO. 2: EXTENT OF PARTIAL RECORDS ON SEED PROJECT SECOND GRADE STUDENTS

SCHOOLS	TOTAL STUDENTS IN PROJECT		TOTAL STUDENTS IN STUDY		TOTAL STUDENTS WITHOUT DATA	
	N	%	N	%	N	%
ALL SCHOOLS						
Boys	304	49	217	47	87	29
Girls	320	51	240	53	80	29
Boys and Girls	624	100	457	100	167	27
ALL HALLOWS						
Boys	26	40	26	41	--	--
Girls	39	60	38	59	1	3
Boys and Girls	65	100	64	100	1	2
BAYVIEW						
Boys	40	47	30	48	10	25
Girls	45	53	32	52	13	29
Boys and Girls	85	100	62	100	23	27
BRET HARTE						
Boys	44	54	32	52	12	27
Girls	37	46	29	48	8	22
Boys and Girls	81	100	61	100	20	25

TABLE NO. 2: CONTINUED

SCHOOLS	TOTAL STUDENTS IN PROJECT		TOTAL STUDENTS IN STUDY		TOTAL STUDENTS WITHOUT DATA	
	N	%	N	%	N	%
BURNETT						
Boys	34	44	34	44	--	--
Girls	43	56	43	56	--	--
Boys and Girls	77	100	77	100	--	--
FREMONT						
Boys	43	56	29	56	14	33
Girls	34	44	23	44	11	32
Boys and Girls	77	100	52	100	25	32
HUNTERS POINT II						
Boys	20	54	20	54	--	--
Girls	17	46	17	46	--	--
Boys and Girls	37	100	37	100	--	--
JEDEDIAH SMITH						
Boys	51	53	0+	--	51	100
Girls	45	47	0	--	45	100
Boys and Girls	96	100	0	--	96	100

+Stanine and GES Reading Tests Only scores available.

TABLE NO. 2: CONTINUED

SCHOOLS	TOTAL STUDENTS IN PROJECT		TOTAL STUDENTS IN STUDY		TOTAL STUDENTS WITHOUT DATA	
	N	%	N	%	N	%
SIR FRANCIS DRAKE						
Boys	46	43	46	44	--	--
Girls	60	57	58	56	2	3
Boys and Girls	106	100	104	100	2	2

TABLE NO. 3: CHECK SHEET OF DATA OBTAINED ON SEED PROJECT
THIRD GRADE STUDENTS BY SCHOOL AND CLASSROOM TEACHER

SCHOOL AND TEACHER	BIRTH DATE	NUMBER OF FULL DAYS IN PROGRAM	TEACHER'S READING GRADE LEVEL ESTIMATE	READING COURSE GRADE	READING TEST STANINE SCORE	READING TEST GRADE EQUIVA-LENT SCORE	SEX
ALL HALLOWS							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
BAYVIEW							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	X	X	X	X	X	X
BRET HARTE							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	X	X	X	X	X	X
BURNETT							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	X	X	X	X	X	X
(4)	X	X	X	X	X	X	X

TABLE NO. 3 : CONTINUED

SCHOOL AND TEACHER	BIRTH DATE	NUMBER OF FULL DAYS IN PROGRAM	TEACHER'S READING GRADE LEVEL ESTIMATE	READING COURSE GRADE	READING TEST STANINE SCORE	READING TEST GRADE EQUIVA-LENT SCORE	SEX
FREMONT							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	X	X	X	X	X	X
HUNTERS POINT II							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	X	X	X	X	X	X
JEDEDIAH SMITH							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	0	0	0	X	X	X

TABLE NO. 3 : CONTINUED

SCHOOL AND TEACHER	BIRTH DATE	NUMBER OF FULL DAYS IN PROGRAM	TEACHER'S READING GRADE LEVEL ESTIMATE	READING COURSE GRADE	READING TEST STANINE SCORE	READING TEST GRADE EQUIVALENT SCORE	SEX
SIR FRANCIS DRAKE							
(1)	X	X	X	X	X	X	X
(2)	X	X	X	X	X	X	X
(3)	X	X	X	X	X	X	X
(4)	X	X	X	X	X	X	X
(5)	X	X	X	X	P[1]	P[1]	X

X = MATERIAL PRESENT
O = MATERIAL ABSENT
P = PARTIAL MATERIAL

1 - 7 out of 21 Tests Absent
2 - 15 out of 21 Tests Absent
3 - 6 out of 19 Tests Absent
4 - 10 out of 27 Tests Absent

TABLE NO. 4: EXTENT OF PARTIAL RECORDS ON SEED THIRD GRADE STUDENTS

SCHOOLS	TOTAL STUDENTS IN PROJECT		TOTAL STUDENTS IN STUDY		TOTAL STUDENTS WITHOUT DATA	
	N	%	N	%	N	%
ALL SCHOOLS						
Boys	322	55	304	54	18	6
Girls	268	45	255	46	13	5
Boys and Girls	590	100	559	100	31	5
ALL HALLOWS						
Boys	35	50	35	50	--	--
Girls	35	50	35	50	--	--
Boys and Girls	70	100	70	100	--	--
BAYVIEW						
Boys	46	61	41	58	5	11
Girls	30	39	30	42	--	--
Boys and Girls	76	100	71	100	5	7
BRET HARTE						
Boys	40	54	40	55	--	--
Girls	34	46	33	45	1	3
Boys and Girls	74	100	73	100	1	1

TABLE NO. 4: CONTINUED

SCHOOLS	TOTAL STUDENTS IN PROJECT		TOTAL STUDENTS IN STUDY		TOTAL STUDENTS WITHOUT DATA	
	N	%	N	%	N	%
BURNETT						
Boys	41	46	41	46	--	--
Girls	48	54	48	54	--	--
Boys ang Girls	89	100	89	100	--	--
FREMONT						
Boys	39	54	39	54	--	--
Girls	33	46	33	46	--	--
Boys and Girls	72	100	72	100	--	--
HUNTERS POINT II						
Boys	20	48	19	46	1	5
Girls	22	52	22	54	--	--
Boys and Girls	42	100	41	100	1	2
JEDEDIAH SMITH						
Boys	36	58	24	63	12	33
Girls	26	42	14	37	12	46
Boys and Girls	62	100	38	100	24	39

TABLE NO. 4: CONTINUED

SCHOOLS	TOTAL STUDENTS IN PROJECT		TOTAL STUDENTS IN STUDY		TOTAL STUDENTS WITHOUT DATA	
	N	%	N	%	N	%
SIR FRANCIS DRAKE						
Boys	65	62	65	62	--	--
Girls	40	38	40	38	--	--
Boys and Girls	105	100	105	100	--	--

+Stanine and GES Reading Tests only scores available.

TABLE NO. 5

SEED PROJECT SECOND GRADE STUDENTS: ETHNIC COMPOSITION, BY SCHOOL TYPE FOR ACADEMIC YEAR 1969-1970+

ETHNIC CLASSES	PUBLIC SCHOOLS (7)		PRIVATE SCHOOL (1)		TOTAL	
	N	%	N	%	N	%
NEGRO OR BLACK	499	90	40	80	539	89
AMERICAN INDIAN	6	1	0	--	6	1
ORIENTAL	3	1	1	2	4	1
SPANISH SURNAME	15	3	2	4	17	3
OTHER WHITE	16	3	4	8	20	3
OTHER	18	3	3	6	21	3
TOTALS	557	92	50	8	607	100

+Sources: SEED Office Staff Records

TABLE NO. 6

SEED PROJECT THIRD GRADE STUDENTS: ETHNIC COMPOSITION, BY SCHOOL TYPE FOR ACADEMIC YEAR 1969-1970+

ETHNIC CLASSES	PUBLIC SCHOOLS (7)		PRIVATE SCHOOL (1)		TOTAL	
	N	%	N	%	N	%
NEGRO OR BLACK	516	93	44	72	560	91
AMERICAN INDIAN	0	--	0	--	0	--
ORIENTAL	2	--	0	--	2	--
SPANISH SURNAME	14	3	6	10	20	3
OTHER WHITE	13	2	9	15	22	4
OTHERS	9	2	2	4	11	2
TOTAL	554	90	61	10	615	100

+Source: SEED Office Staff Records

TABLE NO. 7: SEED PROJECT SECOND GRADE STUDENTS' SEX:
FREQUENCY AND PROPORTIONAL DISTRIBUTIONS BY SCHOOL

SCHOOLS	BOYS		GIRLS		TOTAL	
	N	%	N	%	N	%
ALL SCHOOLS	304	49	320	51	624	100
ALL HALLOWS	26	40	39	60	65	100
BAYVIEW	40	47	45	53	85	100
BRET HARTE	44	54	37	46	81	100
BURNETT	34	44	43	56	77	100
FREMONT	43	56	34	44	77	100
HUNTERS POINT II	20	54	17	46	37	100
JEDEDIAH SMITH	51	53	45	47	96	100
SIR FRANCIS DRAKE	46	43	60	57	106	100

TABLE NO. 8: SEED PROJECT THIRD GRADE STUDENTS' SEX:
FREQUENCY AND PROPORTIONAL DISTRIBUTIONS BY SCHOOL

SCHOOLS	BOYS		GIRLS		TOTAL	
	N	%	N	%	N	%
ALL SCHOOLS	323	55	268	45	591	100
ALL HALLOWS	35	50	35	50	70	100
BAYVIEW	46	61	30	39	76	100
BRET HARTE	40	54	34	46	74	100
BURNETT	41	46	48	54	89	100
FREMONT	40	55	33	45	73	100
HUNTERS POINT II	20	48	22	52	42	100
JEDEDIAH SMITH	36	58	26	42	62	100
SIR FRANCIS DRAKE	65	62	40	38	105	100

TABLE NO. 9: SEED PROJECT SECOND GRADE STUDENTS' DECIMAL AGES:

MEANS, STANDARD DEVIATIONS, FREQUENCY AND PROPORTIONAL DISTRIBUTIONS BY SCHOOL AND SEX

SCHOOL	TOTAL	MEAN	STANDARD DEVIATION	DECIMAL AGE CATEGORIES											
				5-5.9 Yrs		6-6.9 Yrs		7-7.9 Yrs		8-8.9 Yrs		9-9.9 Yrs		10-10.9	
				N	%	N	%	N	%	N	%	N	%	N	%
ALL SCHOOLS															
Boys	299	8.03	.46	1	-	1	-	127	42	162	54	7	2	1	-
Girls	316	7.97	.43	-	-	3	1	167	53	138	44	8	3	-	-
Boys & Girls	615	8.00	.45	1	-	4	1	294	48	300	49	15	2	1	-
ALL HALLOWS															
Boys	26	7.92	.28	-	-	-	-	15	58	11	42	-	-	-	-
Girls	39	8.01	.37	-	-	-	-	21	54	18	46	-	-	-	-
Boys & Girls	65	7.97	.34	-	-	-	-	36	55	29	45	-	-	-	-
BAYVIEW															
Boys	40	7.87	.61	1	3	-	-	18	45	20	50	1	3	-	-
Girls	45	7.98	.57	-	-	-	-	25	56	16	36	4	9	-	-
Boys & Girls	85	7.93	.59	1	1	-	-	43	51	36	42	5	6	-	-
BRET HARTE															
Boys	44	8.05	.42	-	-	-	-	21	48	22	50	1	2	-	-
Girls	37	7.90	.39	-	-	1	3	22	59	13	35	1	3	-	-
Boys & Girls	81	7.99	.41	-	-	1	1	43	53	35	43	2	2	-	-

TABLE NO. 9: CONTINUED

SCHOOL	TOTAL	MEAN	STANDARD DEVIATION	DECIMAL AGE CATEGORIES											
				5-5.9 Yrs		6-6.9 Yrs		7-7.9 Yrs		8-8.9 Yrs		9-9.9 Yrs		10-10.9	
				N	%	N	%	N	%	N	%	N	%	N	%
BURNETT															
Boys	34	8.08	.52	-	-	1	3	13	38	18	53	2	6	-	-
Girls	43	7.94	.39	-	-	-	-	23	53	20	47	-	-	-	-
Boys & Girls	77	8.00	.45	-	-	1	1	36	47	38	49	2	3	-	-
FREMONT															
Boys	41	8.09	.54	-	-	-	-	16	39	23	56	1	2	1	2
Girls	31	7.91	.30	-	-	-	-	20	65	11	35	-	-	-	-
Boys & Girls	72	8.01	.46	-	-	-	-	36	50	34	47	1	1	1	1
HUNTERS POINT II															
Boys	20	7.84	.39	-	-	-	-	13	65	7	35	-	-	-	-
Girls	17	7.94	.35	-	-	-	-	11	65	6	35	-	-	-	-
Boys & Girls	37	7.89	.37	-	-	-	-	24	65	13	35	-	-	-	-
JEDEDIAH SMITH															
Boys	48	8.12	.36	-	-	-	-	14	29	33	69	1	2	-	-
Girls	45	7.93	.51	-	-	2	4	22	49	20	44	1	2	-	-
Boys & Girls	93	8.03	.45	-	-	2	2	36	39	53	57	2	2	-	-

TABLE NO. 9: CONTINUED

SCHOOL	TOTAL	MEAN	STANDARD DEVIATION	DECIMAL AGE CATEGORIES											
				5-5.9 Yrs		6-6.9 Yrs		7-7.9 Yrs		8-8.9 Yrs		9-9.9 Yrs		10-10.9	
				N	%	N	%	N	%	N	%	N	%	N	%
SIR FRANCIS DRAKE															
Boys	46	8.13	.39	-	-	-	-	17	37	28	61	1	2	-	-
Girls	59	8.10	.41	-	-	-	-	23	39	34	58	2	3	-	-
Boys & Girls	105	8.11	.40	-	-	-	-	40	38	62	59	3	3	-	-

TABLE NO. 10: SEED PROJECT THIRD GRADE STUDENTS' DECIMAL AGES:
MEANS, STANDARD DEVIATIONS, FREQUENCY AND PROPORTIONAL DISTRIBUTIONS BY SCHOOL AND SEX:

SCHOOL	TOTAL	MEAN	STANDARD DEVIATION	DECIMAL AGE CATEGORIES							
				7-7.9 Yrs.		8-8.9 Yrs.		9-9.9 Yrs.		10-10.9 Yrs.	
				N	%	N	%	N	%	N	%
ALL SCHOOLS											
Boys	317	9.06	.43	-	-	140	44	168	53	9	3
Girls	265	9.04	.51	1	-	133	50	116	44	15	6
Boys & Girls	582	9.05	.47	1	-	273	47	284	49	24	4
ALL HALLOWS											
Boys	35	9.11	.36	-	-	12	34	23	66	-	-
Girls	34	9.17	.49	-	-	12	35	19	56	3	9
Boys & Girls	69	9.14	.43	-	-	24	35	42	61	3	4
BAYVIEW											
Boys	44	8.86	.46	-	-	26	59	17	39	1	2
Girls	30	9.00	.58	1	3	17	57	9	30	3	10
Boys & Girls	74	8.91	.51	1	1	43	58	26	35	4	5
BRET HARTE											
Boys	40	9.19	.49	-	-	15	37	23	57	2	5
Girls	34	8.94	.44	-	-	19	56	14	41	1	3
Boys & Girls	74	9.08	.48	-	-	34	46	37	50	3	4

TABLE NO. 10:. CONTINUED

SCHOOL	TOTAL	MEAN	STANDARD DEVIATION	DECIMAL AGE CATEGORIES							
				7-7.9 Yrs.		8-8.9 Yrs.		9-9.9 Yrs.		10-10.9 Yrs.	
				N	%	N	%	N	%	N	%
BURNETT											
Boys	41	9.15	.34	-	-	14	34	27	66	-	-
Girls	48	9.11	.45	-	-	19	40	27	56	2	4
Boys & Girls	89	9.13	.41	-	-	33	37	54	61	2	2
FREMONT											
Boys	38	8.93	.48	-	-	25	66	11	29	2	5
Girls	32	8.82	.55	-	-	23	72	7	22	2	6
Boys & Girls	70	8.88	.51	-	-	48	69	18	26	4	6
HUNTERS POINT II											
Boys	20	8.94	.36	-	-	9	45	11	55	-	-
Girls	22	9.04	.43	-	-	12	55	9	41	1	5
Boys & Girls	42	8.99	.39	-	-	21	50	20	48	1	2
JEDEDIAH SMITH											
Boys	34	8.99	.36	-	-	20	59	13	38	1	3
Girls	25	8.94	.30	-	-	16	64	9	36	-	-
Boys & Girls	59	8.96	.34	-	-	36	61	22	37	1	2

TABLE NO. 10: CONTINUED

SCHOOL	TOTAL	MEAN	STANDARD DEVIATION	DECIMAL AGE CATEGORIES							
				7-7.9 Yrs.		8-8.9 Yrs.		9-9.9 Yrs.		10-10.9 Yrs.	
				N	%	N	%	N	%	N	%
SIR FRANCIS DRAKE											
Boys	65	9.18	.39	-	-	19	29	43	66	3	5
Girls	40	9.18	.62	-	-	15	37	22	55	3	8
Boys & Girls	105	9.18	.49	-	-	34	32	65	62		

TABLE NO. 11:

SEED PROJECT SECOND GRADE STUDENTS' ATTENDANCE:
NUMBER OF FULL DAYS IN PROGRAM, MEAN AND STANDARD DEVIATION

(TOTAL SCHOOL DAYS: 181)

SCHOOLS	N	MEAN	STANDARD DEVIATION
ALL SCHOOLS			
Boys	217	158.25	27.1
Girls	240	156.39	31.44
Boys & Girls	457	157.27	29.47
ALL HALLOWS			
Boys	26	166.81	7.47
Girls	38	166.87	7.58
Boys & Girls	64	166.84	7.48
BAYVIEW			
Boys	30	167.80	12.05
Girls	32	163.62	27.02
Boys & Girls	62	165.65	21.08
BRET HARTE			
Boys	32	158.72	21.22
Girls	29	149.59	38.80
Boys & Girls	61	154.38	30.93
BURNETT			
Boys	34	148.56	41.46
Girls	43	156.72	35.15
Boys & Girls	77	153.12	38.02
FREMONT			
Boys	29	150.48	37.19
Girls	23	164.35	12.59
Boys & Girls	52	156.62	29.60

TABLE NO. 11:

CONTINUED

SCHOOLS	N	MEAN	STANDARD DEVIATION
HUNTERS POINT II			
Boys	20	154.75	31.10
Girls	17	131.76	42.91
Boys & Girls	37	144.19	38.25
JEDEDIAH SMITH			
Boys	NO INFORMATION AVAILABLE		
Girls			
Boys & Girls			
SIR FRANCIS DRAKE			
Boys	46	160.43	18.79
Girls	58	152.74	33.71
Boys & Girls	104	156.14	28.25

TABLE NO. 12:

SEED PROJECT THIRD GRADE STUDENTS' ATTENDANCE:
NUMBER OF FULL DAYS IN PROGRAM, MEAN AND STANDARD DEVIATION

(TOTAL SCHOOL DAYS: 181)

SCHOOLS	N	MEAN	STANDARD DEVIATION
ALL SCHOOLS			
Boys	304	159.95	25.70
Girls	255	160.47	24.70
Boys & Girls	559	160.19	25.23
ALL HALLOWS			
Boys	35	166.31	11.11
Girls	35	169.86	6.10
Boys & Girls	70	168.09	9.08
BAYVIEW			
Boys	41	171.07	7.25
Girls	30	169.90	11.07
Boys & Girls	71	170.58	9.01
BRET HARTE			
Boys	40	154.30	33.42
Girls	33	154.48	32.84
Boys & Girls	73	154.38	32.93
BURNETT			
Boys	41	163.59	23.05
Girls	48	161.90	27.19
Boys & Girls	89	162.67	25.24
FREMONT			
Boys	39	160.92	23.06
Girls	33	157.85	26.45
Boys & Girls	72	159.51	24.54

TABLE NO. 12:

CONTINUED

SCHOOLS	N	MEAN	STANDARD DEVIATION
HUNTERS POINT II			
Boys	19	146.37	42.44
Girls	22	147.41	32.78
Boys & Girls	41	146.93	37.08
JEDEDIAH SMITH			
Boys	24	158.12	25.42
Girls	14	160.50	15.01
Boys & Girls	38	159.00	21.96
SIR FRANCIS DRAKE			
Boys	65	154.75	27.32
Girls	40	157.75	23.59
Boys & Girls	105	155.90	25.89

TABLE NO. 13: SEED PROJECT SECOND GRADE STUDENTS' PERCENT FULL DAYS IN PROGRAM: MEANS, STANDARD DEVIATIONS, FREQUENCY AND PROPORTIONAL DISTRIBUTIONS, BY SCHOOLS AND SEX

SCHOOLS	N	MEAN %	STND DEV. %	PERCENT OF FULL DAYS IN PROGRAM							
				1--69		70--79		80--89		90--100	
				N	%	N	%	N	%	N	%
ALL SCHOOLS											
Boys	217	86.92	15.01	21	9	8	4	55	25	133	61
Girls	240	85.89	17.36	27	11	16	7	52	22	145	60
Boys & Girls	457	86.38	16.27	48	11	24	5	107	23	278	61
ALL HALLOWS											
Boys	26	91.65	4.21	--	--	--	--	7	27	19	73
Girls	38	91.71	4.32	--	--	--	--	10	26	28	74
Boys & Girls	64	91.69	4.25	--	--	--	--	17	27	47	73
BAYVIEW											
Boys	30	92.27	6.67	--	--	1	3	6	20	23	76
Girls	32	89.91	14.85	2	6	1	3	6	19	23	72
Boys & Girls	62	91.05	11.60	2	4	2	3	12	19	46	75
BRET HARTE											
Boys	32	87.16	11.68	1	3	2	6	15	47	14	44
Girls	29	82.10	21.50	4	13	3	10	10	34	12	41
Boys & Girls	61	84.75	17.11	5	9	5	8	25	41	26	43

TABLE NO. 13:
CONTINUED

SCHOOLS	N	MEAN %	STND DEV. %	PERCENT OF FULL DAYS IN PROGRAM							
				1--69		70--79		80-89		90-100	
				N	%	N	%	N	%	N	%
BURNETT											
Boys	34	81.56	22.86	9	27	1	3	2	6	22	65
Girls	43	85.95	19.33	7	16	3	7	4	9	29	67
Boys & Girls	77	84.01	20.93	16	20	4	5	6	8	51	66
FREMONT											
Boys	29	82.62	20.56	6	19	--	--	5	17	18	62
Girls	23	90.30	6.97	1	4	--	--	7	30	15	65
Boys & Girls	52	86.02	16.37	7	14	--	--	12	23	33	63
HUNTERS POINT II											
Boys	20	84.95	17.15	2	10	1	5	8	40	9	45
Girls	17	72.41	23.69	6	36	4	24	--	--	7	41
Boys & Girls	37	79.19	21.09	8	20	5	14	8	22	16	43
JEDEDIAH SMITH											
Boys	NO DATA AVAILABLE										
Girls											
Boys & Girls											
SIR FRANCIS DRAKE											
Boys	46	88.11	10.44	3	6	3	7	12	26	28	61
Girls	58	83.91	18.64	7	12	5	9	15	26	31	53
Boys & Girls	104	85.77	15.63	10	10	8	8	27	26	59	57

TABLE NO. 14: SEED PROJECT THIRD GRADE STUDENTS' PERCENT FULL DAYS IN PROGRAM: MEANS, STANDARD DEVIATIONS, FREQUENCY AND PROPORTIONAL DISTRIBUTIONS, BY SCHOOLS AND SEX

SCHOOLS	N	MEAN %	STND DEV. %	PERCENT OF FULL DAYS IN PROGRAM							
				1--69		70--79		80--89		90--100	
				N	%	N	%	N	%	N	%
ALL SCHOOLS											
Boys	304	87.85	14.20	27	10	18	6	57	19	202	66
Girls	255	88.16	13.64	21	8	12	5	54	21	168	66
Boys & Girls	559	87.99	13.94	48	9	30	5	111	20	370	66
ALL HALLOWS											
Boys	35	91.46	6.07	--	--	2	6	6	17	27	77
Girls	35	93.34	3.31	--	--	--	--	3	9	32	91
Boys & Girls	70	92.40	4.94	--	--	2	3	9	13	59	84
BAYVIEW											
Boys	41	93.95	4.01	--	--	--	--	6	15	35	85
Girls	30	93.33	6.12	--	--	1	3	6	20	23	77
Boys & Girls	71	93.69	4.98	--	--	1	1	12	19	58	81
BRET HARTE											
Boys	40	84.75	18.40	5	13	4	10	6	15	25	62
Girls	33	84.85	18.16	4	12	2	6	8	24	19	58
Boys & Girls	73	84.79	18.17	9	11	6	8	14	19	44	60

TABLE NO. 14
CONTINUED

SCHOOLS	N	MEAN %	STND DEV. %	PERCENT OF FULL DAYS IN PROGRAM							
				1--69		70--79		80--89		90--100	
				N	%	N	%	N	%	N	%
BURNETT											
Boys	41	89.85	12.73	3	6	1	2	7	17	30	73
Girls	48	88.92	15.06	5	10	1	2	5	10	37	77
Boys & Girls	89	89.35	13.96	8	8	2	2	12	13	67	75
FREMONT											
Boys	39	88.36	12.70	4	11	4	10	3	8	28	72
Girls	33	86.73	14.51	3	9	4	12	7	21	19	58
Boys & Girls	72	87.61	13.49	7	9	8	11	10	14	47	65
HUNTERS POINT II											
Boys	19	80.26	23.54	5	26	--	--	3	16	11	58
Girls	22	81.05	18.10	5	23	1	5	5	23	11	50
Boys & Girls	41	80.68	20.53	10	24	1	2	8	20	22	54
JEDEDIAH SMITH											
Boys	24	86.83	14.14	2	8	2	8	8	33	12	50
Girls	14	88.21	8.28	1	7	--	--	7	50	6	43
Boys & Girls	38	87.34	12.20	3	8	2	5	15	39	18	47

TABLE NO. 14
CONTINUED

SCHOOLS	N	MEAN %	STND DEV. %	PERCENT OF FULL DAYS IN PROGRAM							
				1--69		70--79		80--89		90--100	
				N	%	N	%	N	%	N	%
SIR FRANCIS DRAKE											
Boys	65	84.98	15.12	8	13	5	8	18	28	34	52
Girls	40	86.65	13.09	3	8	3	8	13	32	21	52
Boys & Girls	105	85.62	14.34	11	11	8	8	31	30	55	52

TABLE NO. 15: SEED PROJECT SECOND GRADE STUDENTS: TEACHER READING LEVEL ESTIMATE WITHIN CLASS, MEANS, STANDARD DEVIATIONS, FREQUENCY AND PROPORTIONAL DISTRIBUTIONS, BY SCHOOL AND SEX

SCHOOLS	N	MEAN	STND DEV.	READING LEVEL ESTIMATE WITHIN GRADE					
				ABOVE = 1		AT = 2		BELOW = 3	
				N	%	N	%	N	%
ALL SCHOOLS									
Boys	215	2.37	.76	37	17	62	29	116	54
Girls	238	2.24	.73	42	18	96	40	100	42
Boys & Girls	453	2.30	.75	79	17	158	35	216	48
ALL HALLOWS									
Boys	26	2.27	.67	3	12	13	50	10	38
Girls	38	2.21	.70	6	16	18	47	14	37
Boys & Girls	64	2.23	.68	9	14	31	48	24	37
BAYVIEW									
Boys	31	2.52	.68	3	10	9	29	19	61
Girls	31	2.06	.89	11	35	7	23	13	42
Boys & Girls	62	2.29	.82	14	23	16	26	32	52
BRET HARTE									
Boys	34	2.44	.75	5	15	9	26	20	59
Girls	29	2.66	.55	1	3	8	28	20	69
Boys & Girls	63	2.54	.67	6	10	17	27	40	63

TABLE NO. 15
CONTINUED

SCHOOLS	N	MEAN	STND DEV.	READING LEVEL ESTIMATE WITHIN GRADE					
				ABOVE = 1		AT = 2		BELOW = 3	
				N	%	N	%	N	%
BURNETT									
Boys	32	2.25	.84	8	25	8	25	16	50
Girls	43	1.95	.69	11	26	23	53	9	21
Boys & Girls	75	2.08	.77	19	25	31	41	25	33
FREMONT									
Boys	28	1.61	.69	14	50	11	39	3	11
Girls	22	1.55	.67	12	55	8	36	2	9
Boys & Girls	50	1.58	.67	26	52	19	38	5	10
HUNTERS POINT II									
Boys	20	3.00	0.00	--	--	--	--	20	100
Girls	17	2.94	.24	--	--	1	6	16	94
Boys & Girls	37	2.97	.16	--	--	1	3	36	97
JEDEDIAH SMITH									
Boys	DATA NOT AVAILABLE								
Girls									
Boys & Girls									

TABLE NO. 15
CONTINUED

SCHOOLS	N	MEAN	STND DEV.	READING LEVEL ESTIMATE WITHIN GRADE					
				ABOVE = 1		AT = 2		BELOW = 3	
				N	%	N	%	N	%
SIR FRANCIS DRAKE									
Boys	44	2.55	.66	4	9	12	27	28	64
Girls	58	2.43	.53	1	2	31	53	26	45
Boys & Girls	102	2.48	.59	5	5	43	42	54	53

TABLE NO. 16: SEED PROJECT THIRD GRADE STUDENTS: TEACHER READING LEVEL ESTIMATE WITHIN CLASS, MEANS, STANDARD DEVIATIONS, FREQUENCY AND PROPORTIONAL DISTRIBUTIONS, BY SCHOOL AND SEX

SCHOOLS	N	MEAN	STND DEV.	READING LEVEL ESTIMATE WITHIN GRADE					
				ABOVE = 1		AT = 2		BELOW = 3	
				N	%	N	%	N	%
ALL SCHOOLS									
Boys	305	2.50	.60	16	5	119	39	170	56
Girls	256	2.25	.62	25	10	141	55	90	35
Boys & Girls	561	2.39	.62	41	7	260	46	260	46
ALL HALLOWS									
Boys	35	2.31	.58	2	6	20	57	13	37
Girls	35	2.06	.42	2	6	29	83	4	11
Boys & Girls	70	2.19	.52	4	6	49	70	17	24
BAYVIEW									
Boys	45	2.62	.49	--	--	17	38	28	62
Girls	30	2.33	.48	--	--	20	67	10	33
Boys & Girls	75	2.51	.50	--	--	37	49	38	51
BRET HARTE									
Boys	39	2.59	.59	2	5	12	31	25	64
Girls	33	2.33	.69	4	12	14	42	15	45
Boys & Girls	72	2.47	.65	6	8	26	36	40	56

TABLE NO. 16
CONTINUED

SCHOOLS	N	MEAN	STND DEV.	READING LEVEL ESTIMATE WITHIN GRADE					
				ABOVE = 1		AT = 2		BELOW = 3	
				N	%	N	%	N	%
URNETT									
Boys	41	2.32	.57	2	5	24	59	15	37
Girls	48	2.08	.65	8	17	28	58	12	25
Boys & Girls	89	2.19	.62	10	11	52	58	27	30
REMONT									
Boys	39	2.36	.67	4	10	17	44	18	46
Girls	33	1.88	.48	6	18	25	76	2	6
Boys & Girls	72	2.14	.63	10	14	42	58	20	28
UNTERS POINT II									
Boys	19	2.79	.42	--	--	4	21	15	79
Girls	22	2.73	.46	--	--	6	27	16	73
Boys & Girls	41	2.76	.43	--	--	10	24	31	76
EDEDIAH SMITH									
Boys	23	2.30	.88	6	26	4	17	13	57
Girls	15	2.27	.80	3	20	5	33	7	47
Boys & Girls	38	2.29	.84	9	24	9	24	20	53
SIR FRANCIS DRAKE									
Boys	64	2.67	.47	--	--	21	33	43	67
Girls	40	2.55	.60	2	5	14	35	24	60
Boys & Girls	104	2.63	.52	2	2	35	34	67	64

TABLE NO. 17: SEED PROJECT SECOND GRADE STUDENTS: READING SUMMATIVE GRADE FOR TERM, MEANS, STANDARD DEVIATIONS, FREQUENCY AND PROPORTIONAL DISTRIBUTION BY SCHOOL AND SEX

SCHOOLS	N	MEAN	STND DEV.	SUMMATIVE GRADES					
				2 = VERY GOOD		3=SATISFACTORY		4=IMPROVEMENT NEEDED	
				N	%	N	%	N	%
ALL SCHOOLS									
Boys	217	2.93	.65	54	25	124	57	39	18
Girls	238	2.81	.70	84	35	115	48	39	16
Boys & Girls	455	2.87	.68	138	30	239	53	78	17
ALL HALLOWS									
Boys	26	3.12	.59	3	12	17	65	6	23
Girls	38	2.92	.75	12	32	17	45	9	24
Boys & Girls	64	3.00	.69	15	23	34	53	15	23
BAYVIEW									
Boys	31	2.84	.58	8	26	20	65	3	10
Girls	31	2.71	.64	12	39	16	52	3	10
Boys & Girls	62	2.77	.61	20	32	36	58	6	10
BRET HARTE									
Boys	34	2.82	.67	11	32	18	53	5	15
Girls	29	3.03	.63	5	17	18	62	6	21
Boys & Girls	63	2.92	.66	16	25	36	57	11	17

TABLE NO. 17
CONTINUED

SCHOOLS	N	MEAN	STND DEV.	SUMMATIVE GRADES					
				2 = VERY GOOD		3=SATISFACTORY		4=IMPROVEMENT NEEDED	
				N	%	N	%	N	%
BURNETT									
Boys	34	2.82	.67	11	32	18	53	5	15
Girls	43	2.65	.61	18	42	22	51	3	7
Boys & Girls	77	2.73	.64	29	38	40	52	8	10
FREMONT									
Boys	26	2.58	.58	12	46	13	50	1	4
Girls	22	2.36	.49	14	64	8	36	--	--
Boys & Girls	48	2.48	.55	26	54	21	44	1	2
HUNTERS POINT II									
Boys	20	3.15	.67	3	15	11	55	6	30
Girls	17	3.00	.79	5	29	7	41	5	29
Boys & Girls	37	3.08	.72	8	22	18	49	11	30
JEDEDIAH SMITH									
Boys	DATA NOT REPORTED								
Girls									
Boys & Girls									
SIR FRANCIS DRAKE									
Boys	46	3.15	.63	6	13	27	59	13	28
Girls	58	2.91	.73	18	31	27	47	13	22
Boys & Girls	104	3.02	.70	24	23	54	52	26	25

TABLE NO. 18: SEED PROJECT THIRD GRADE STUDENTS: READING SUMMATIVE GRADE FOR TERM, MEANS, STANDARD DEVIATIONS, FREQUENCY AND PROPROTIONAL DISTRIBUTIONS, BY SCHOOL AND SEX

SCHOOLS	N	MEAN	STND DEV.	SUMMATIVE GRADES							
				1 = EXCELLENT		2 = VERY GOOD		3=SATISFACTORY		4=IMPROVEMENT NEEDED	
				N	%	N	%	N	%	N	%
ALL SCHOOLS											
Boys	306	2.91	.83	21	7	57	19	157	51	71	23
Girls	256	2.50	.83	32	12	87	34	114	45	23	9
Boys & Girls	562	2.72	.85	53	9	144	26	271	48	94	17
ALL HALLOWS											
Boys	35	2.49	.89	3	9	18	51	8	23	6	17
Girls	35	2.06	.64	5	14	24	69	5	14	1	3
Boys & Girls	70	2.27	.80	8	11	42	60	13	19	7	10
BAYVIEW											
Boys	45	3.00	.93	5	11	4	9	22	49	14	31
Girls	30	2.50	.90	5	17	8	27	14	47	3	10
Boys & Girls	75	2.80	.94	10	13	12	16	36	48	17	23
BRET HARTE											
Boys	39	3.18	.68	--	--	6	15	20	51	13	33
Girls	33	2.79	.74	1	3	10	30	17	52	5	15
Boys & Girls	72	3.00	.73	1	1	16	22	37	51	18	25

TABLE NO. 18
CONTINUED

SCHOOLS	N	MEAN	STND DEV.	SUMMATIVE GRADES							
				1 = EXCELLENT		2 = VERY GOOD		3=SATISFACTORY		4=IMPROVEMENT NEEDED	
				N	%	N	%	N	%	N	%
BURNETT											
Boys	41	2.85	.82	3	7	8	20	22	54	8	20
Girls	48	2.56	.92	7	15	14	29	20	42	7	15
Boys & Girls	89	2.70	.88	10	11	22	25	42	47	15	17
FREMONT											
Boys	39	2.74	.82	5	13	4	10	26	67	4	10
Girls	33	2.12	.74	6	18	18	55	8	24	1	3
Boys & Girls	72	2.46	.84	11	15	22	31	34	47	5	7
HUNTER POINT II											
Boys	19	2.95	.71	--	--	5	26	10	53	4	21
Girls	22	2.95	.49	--	--	3	14	17	77	2	9
Boys & Girls	41	2.95	.59	--	--	8	20	27	66	6	15
JEDEDIAH SMITH											
Boys	23	2.52	.99	5	22	4	17	11	48	3	13
Girls	15	2.53	.83	2	13	4	27	8	53	1	7
Boys & Girls	38	2.53	.92	7	18	8	21	19	50	4	11

TABLE NO. 18
CONTINUED

SCHOOLS	N	MEAN	STND DEV.	SUMMATIVE GRADES							
				1 = EXCELLENT		2 = VERY GOOD		3=SATISFACTORY		4=IMPROVEMENT NEEDED	
				N	%	N	%	N	%	N	%
SIR FRANCIS DRAKE											
Boys	65	3.17	.63	--	--	8	12	38	58	19	29
Girls	40	2.63	.84	6	15	6	15	25	62	3	8
Boys & Girls	105	2.96	.76	6	6	14	13	63	60	22	21

TABLE NO. 19: SEED PROJECT SECOND GRADE STUDENTS: READING ACHIEVEMENT STANINE SCORES, MEANS, STANDARD DEVIATIONS, FREQUENCY AND PROPORTIONAL DISTRIBUTIONS WITHIN GRADE LEVELS, BY SCHOOL AND SEX

SCHOOLS	N	MEANS	STND DEV.	GRADE LEVEL STANINE SCORE CATEGORIES					
				BELOW 1-3		AT 4--6		ABOVE 7-9	
				N	%	N	%	N	%
ALL SCHOOLS									
Boys	264	2.53	1.70	193	73	64	24	7	3
Girls	274	2.84	1.76	176	64	90	33	8	3
Boys & Girls	538	2.69	1.74	369	69	154	30	15	3
ALL HALLOWS									
Boys	24	2.42	1.59	17	71	7	29	--	--
Girls	29	3.17	1.79	17	59	11	38	1	3
Boys & Girls	53	2.83	1.73	34	64	18	34	1	2
BAYVIEW									
Boys	38	2.16	1.57	30	80	7	17	1	3
Girls	39	2.82	1.86	26	68	11	28	2	5
Boys & Girls	77	2.49	1.74	56	73	18	23	3	4
BRET HARTE									
Boys	29	3.31	2.61	18	63	6	21	5	16
Girls	24	3.67	2.53	12	50	8	33	4	17
Boys & Girls	53	3.47	2.55	30	56	14	26	9	17

TABLE NO. 19:
CONTINUED

SCHOOLS	N	MEANS	STND DEV.	GRADE LEVEL STANINE SCORE CATEGORIES					
				BELOW 1-3		AT 4--6		ABOVE 7-9	
				N	%	N	%	N	%
BURNETT									
Boys	33	3.52	1.48	15	46	18	54	--	--
Girls	42	3.64	1.53	15	36	27	64	--	--
Boys & Girls	75	3.59	1.50	30	40	45	60	--	--
FREMONT									
Boys	41	3.24	1.76	22	53	19	47	--	--
Girls	33	3.45	1.84	15	46	17	51	1	3
Boys & Girls	74	3.34	1.78	37	50	36	48	1	2
HUNTERS POINT II									
Boys	19	1.68	.75	19	100	--	--	--	--
Girls	16	1.50	.52	16	100	--	--	--	--
Boys & Girls	35	1.60	.65	35	100	--	--	--	--
JEDEDIAH SMITH									
Boys	39	2.08	1.40	32	82	6	15	1	3
Girls	37	2.27	1.26	20	81	7	19	--	--
Boys & Girls	76	2.17	1.33	62	82	13	17	1	1

TABLE NO. 19:
CONTINUED

SCHOOLS	N	MEANS	STND DEV.	GRADE LEVEL STANINE SCORE CATEGORIES					
				BELOW 1-3		AT 4--6		ABOVE 7-9	
				N	%	N	%	N	%
SIR FRANCIS DRAKE									
Boys	41	1.73	.71	40	98	1	2	--	--
Girls	54	2.11	1.24	45	83	9	17	--	--
Boys & Girls	95	1.95	1.06	85	89	10	11	--	--

TABLE NO. 20: SEED PROJECT THIRD GRADE STUDENTS: READING ACHIEVEMENT STANINE SCORES, MEANS, STANDARD DEVIATIONS, FREQUENCY AND PROPORTIONAL DISTRIBUTIONS WITHIN GRADE LEVELS, BY SCHOOL AND SEX

SCHOOLS	N	MEANS	STND DEV.	GRADE LEVEL STANINE SCORE CATEGORIES					
				BELOW 1-3		AT 4--6		ABOVE 7-9	
				N	%	N	%	N	%
ALL SCHOOLS									
Boys	289	2.21	1.56	233	81	51	18	5	1
Girls	248	2.81	1.73	168	68	72	29	8	3
Boys & Girls	537	2.49	1.67	401	75	123	23	13	2
ALL HALLOWS									
Boys	29	4.28	1.81	12	41	13	45	4	14
Girls	31	4.61	1.75	10	32	17	55	4	13
Boys & Girls	60	4.45	1.77	22	37	30	50	8	13
BAYVIEW									
Boys	40	1.97	1.59	35	88	4	10	1	2
Girls	27	2.52	1.37	19	70	8	30	--	--
Boys & Girls	67	2.19	1.52	54	81	12	18	1	1
BRET HARTE									
Boys	34	2.29	1.31	28	84	6	16	--	--
Girls	31	2.94	1.44	20	65	11	35	--	--
Boys & Girls	65	2.60	1.40	48	74	17	26	--	--

TABLE NO. 20:
CONTINUED

SCHOOLS	N	MEANS	STND DEV.	GRADE LEVEL STANINE SCORE CATEGORIES					
				BELOW 1-3		AT 4--6		ABOVE 7-9	
				N	%	N	%	N	%
BURNETT									
Boys	41	2.83	1.50	27	66	14	34	--	--
Girls	48	3.35	1.79	26	54	20	42	2	4
Boys & Girls	89	3.11	1.67	53	60	34	38	2	2
FREMONT									
Boys	37	1.59	1.07	34	92	3	8	--	--
Girls	32	2.19	1.18	25	78	7	22	--	--
Boys & Girls	69	1.87	1.15	59	86	10	14	--	--
HUNTERS POINT II									
Boys	18	1.67	1.19	16	89	2	11	--	--
Girls	20	2.55	2.01	16	80	2	10	2	10
Boys & Girls	38	2.13	1.71	32	84	4	11	2	5
JEDEDIAH SMITH									
Boys	33	1.70	.98	31	94	2	6	--	--
Girls	25	1.80	1.04	23	92	2	8	--	--
Boys & Girls	58	1.74	1.00	54	93	4	7	--	--

TABLE NO. 20:
CONTINUED

SCHOOLS	N	MEANS	STND DEV.	GRADE LEVEL STANINE SCORE CATEGORIES					
				BELOW 1-3		AT 4--6		ABOVE 7-9	
				N	%	N	%	N	%
SIR FRANCIS DRAKE									
Boys	57	1.72	1.22	50	88	7	12	--	--
Girls	34	2.00	1.35	29	85	5	15	--	--
Boys & Girls	91	1.82	1.27	79	87	12	13	--	--

TABLE NO. 21

SEED PROJECT SECOND GRADE STUDENTS: READING ACHIEVEMENT GRADE EQUIVALENT SCORES, MEANS AND STANDARD DEVIATIONS, BY SCHOOLS AND SEX

SCHOOLS	N	MEANS	STANDARD DEVIATION
ALL SCHOOLS			
Boys	264	2.07	.57
Girls	273	2.16	.58
Boys & Girls	537	2.12	.58
ALL HALLOWS			
Boys	24	2.03	.48
Girls	29	2.25	.62
Boys & Girls	53	2.15	.57
BAYVIEW			
Boys	38	1.94	.56
Girls	38	2.12	.52
Boys & Girls	76	2.03	.54
BRET HARTE			
Boys	29	2.38	.97
Girls	24	2.44	.91
Boys & Girls	53	2.40	.94
BURNETT			
Boys	33	2.35	.50
Girls	42	2.44	.50
Boys & Girls	75	2.40	.50
FREMONT			
Boys	41	2.30	.59
Girls	33	2.40	.64
Boys & Girls	74	2.34	.61

TABLE NO. 21

CONTINUED

SCHOOLS	N	MEANS	STANDARD DEVIATION
HUNTERS POINT II			
Boys	19	1.81	.20
Girls	16	1.72	.22
Boys & Girls	35	1.77	.21
JEDEDIAH SMITH			
Boys	39	1.93	.41
Girls	37	1.99	.36
Boys & Girls	76	1.96	.39
SIR FRANCIS DRAKE			
Boys	41	1.81	.21
Girls	54	1.91	.36
Boys & Girls	95	1.87	.31

TABLE NO. 22

SEED PROJECT THIRD GRADE STUDENTS: READING ACHIEVEMENT GRADE EQUIVALENT SCORES, MEANS, AND STANDARD DEVIATIONS, BY SCHOOLS AND SEX

SCHOOLS	N	MEANS	STANDARD DEVIATION
ALL SCHOOLS			
Boys	289	2.41	.76
Girls	249	2.74	.85
Boys & Girls	538	2.56	.82
ALL HALLOWS			
Boys	29	3.15	.79
Girls	31	3.55	.67
Boys & Girls	60	3.36	.76
BAYVIEW			
Boys	40	2.36	.99
Girls	27	2.59	.72
Boys & Girls	67	2.45	.89
BRET HARTE			
Boys	34	2.44	.63
Girls	31	2.79	.64
Boys & Girls	65	2.61	.65
BURNETT			
Boys	41	2.74	.73
Girls	48	3.05	.89
Boys & Girls	89	2.91	.83
FREMONT			
Boys	37	2.07	.60
Girls	33	2.47	.61
Boys & Girls	70	2.26	.63

TABLE NO. 22

CONTINUED

SCHOOLS	N	MEANS	STANDARD DEVIATION
HUNTERS POINT II			
Boys	18	2.23	.57
Girls	20	2.53	1.26
Boys & Girls	38	2.39	.99
JEDEDIAH SMITH			
Boys	33	2.18	.52
Girls	25	2.30	.54
Boys & Girls	58	2.23	.53
SIR FRANCIS DRAKE			
Boys	57	2.22	.60
Girls	34	2.33	.66
Boys & Girls	91	2.26	.62

TABLE NO. 23

SEED PROJECT SECOND GRADE CLASSES: MEAN GRADE EQUIVALENT SCORE AND STANDARD DEVIATION BY ALL SCHOOLS AND BY TEACHERS OF INDIVIDUAL CLASSES

SCHOOL/TEACHER	STUDENT N	MEAN GRADE EQUIVALENT SCORE	STANDARD DEVIATION
ALL SCHOOLS	537	2.12	.58
ALL HALLOWS		2.15	.57
(1) Teacher No. 004	24	2.38	.55
(2) Teacher No. 005	29	1.96	.51
BAYVIEW		2.03	.54
(1) Teacher No. 012	19	1.75	.28
(2) Teacher No. 013	21	2.19	.50
(3) Teacher No. 014	20	2.12	.79
(4) Teacher No. 015	16	2.04	.32
BRET HARTE		2.40	.94
(1) Teacher No. 025	14	3.63	.69
(2) Teacher No. 026	6	1.45	.22
(3) Teacher No. 027	20	1.89	.32
(4) Teacher No. 028	13	2.31	.68
BURNETT		2.40	.50
(1) Teacher No. 038	24	2.09	.42
(2) Teacher No. 039	25	2.56	.44
(3) Teacher No. 040	26	2.54	.50
FREMONT		2.34	.61
(1) Teacher No. 048	21	2.43	.51
(2) Teacher No. 049	25	1.93	.45
(3) Teacher No. 050	25	2.76	.54
+(4) Teacher No. 051	3	1.73	.06
HUNTERS POINT II		1.77	.21
(1) Teacher No. 056	5	1.72	.13
(2) Teacher No. 057	19	1.77	.20
+(3) Teacher No. 058	11	1.77	.26

TABLE NO. 23

CONTINUED

SCHOOL/TEACHER	STUDENT N	MEAN GRADE EQUIVALENT SCORE	STANDARD DEVIATION
JEDEDIAH SMITH		1.96	.39
(1) Teacher No. 067	12	1.89	.31
(2) Teacher No. 069	23	2.01	.46
(3) Teacher No. 070	17	1.84	.21
(4) Teacher No. 071	24	2.02	.42
SIR FRANCIS DRAKE		1.87	.31
(1) Teacher No. 082	17	1.86	.38
(2) Teacher No. 083	20	1.95	.28
(3) Teacher No. 084	20	1.83	.25
(4) Teacher No. 085	19	1.89	.42
(5) Teacher No. 086	19	1.81	.16

+ SPLIT SECOND AND THIRD GRADE CLASS.

TABLE NO. 24

SEED PROJECT THIRD GRADE CLASSES: MEAN GRADE EQUIVALENT SCORE AND STANDARD DEVIATION BY ALL SCHOOLS AND BY TEACHERS OF INDIVIDUAL SCHOOLS

SCHOOL/TEACHER	STUDENT N	MEAN GRADE EQUIVALENT SCORE	STANDARD DEVIATION
ALL SCHOOLS	538	2.56	.82
ALL HALLOWS		3.36	.76
(1) Teacher No. 006	30	2.98	.58
(2) Teacher No. 007	30	3.74	.72
BAYVIEW		2.45	.89
(1) Teacher No. 016	20	2.33	.75
(2) Teacher No. 017	22	2.85	1.16
(3) Teacher No. 018	25	2.20	.58
BRET HARTE		2.61	.65
(1) Teacher No. 029	17	2.53	.70
(2) Teacher No. 030	25	2.60	.62
(3) Teacher No. 031	23	2.68	.67
BURNETT		2.91	.83
(1) Teacher No. 041	23	3.38	1.04
(2) Teacher No. 042	21	2.76	.69
(3) Teacher No. 043	23	2.88	.71
(4) Teacher No. 044	22	2.58	.62
FREMONT		2.26	.63
+(1) Teacher No. 051	22	2.40	.57
(2) Teacher No. 052	22	2.09	.69
(3) Teacher No. 053	26	2.28	.62
HUNTERS POINT II		2.39	.99
+(1) Teacher No. 058	9	1.78	.26
(2) Teacher No. 059	23	2.19	.54
(3) Teacher No. 060	6	4.07	1.29

TABLE NO. 24

CONTINUED

SCHOOL/TEACHER	STUDENT N	MEAN GRADE EQUIVALENT SCORE	STANDARD DEVIATION
JEDEDIAH SMITH		2.23	.53
(1) Teacher No. 072	18	2.34	.64
(2) Teacher No. 073	20	2.33	.56
(3) Teacher No. 074	20	2.03	.32
SIR FRANCIS DRAKE		2.26	.62
(1) Teacher no. 087	21	2.01	.31
(2) Teacher No. 088	20	2.26	.72
(3) Teacher No. 089	17	2.88	.58
(4) Teacher No. 090	19	2.14	.57
(5) Teacher No. 091	14	2.05	.44

+ SPLIT SECOND AND THIRD GRADE CLASS

TABLE NO. 25

SEED PROJECT SECOND GRADE STUDENTS: WITHIN-GRADE CAPACITY ESTIMATES OF SEED PROJECT SECOND GRADE STUDENTS AND SEED PROJECT SECOND GRADE STUDENTS' STANINE SCORES CLASSIFIED BY WITHIN-GRADE LEVEL GROUPS--CHI SQUARE TEST OF ASSOCIATION AND CONTINGENCY COEFFICIENT C OF CORRELATION FOR ALL SCHOOLS

		STANINE READING SCORE			TOTAL
		ABOVE 7-9	AT 4--6	BELOW 1-3	
GRADE LEVEL ESTIMATE	ABOVE 7-9	7 (2)	49 (31)	17 (50)	73
	AT 4--6	5 (5)	49 (40)	88 (97)	142
	BELOW 1-3	1 (6)	14 (51)	164 (122)	179
TOTAL		13	112	269	394

Limitation: Total number of second grade students in SEED Project is 624. Students missing one or both scores have been removed from calculation of Chi Square.

CHI SQUARE TEST

Chi Square = 119.95
Ho = Chi Square = 13.28
(.01, 4 df)

SIGNIFICANT

CONTINGENCY COEFFICIENT C

C = .48
C/C max. = .82
= .59 (3x3) or 59%

91

TABLE NO. 26

SEED PROJECT THIRD GRADE STUDENTS WITH-IN GRADE CAPACITY ESTIMATES OF SEED PROJECT THIRD GRADE STUDENTS AND SEED PROJECT THIRD GRADE STUDENTS' STANINE SCORES CLASSIFIED BY WITHIN-GRADE LEVEL GROUPS--CHI SQUARE TEST OF ASSOCIATION AND CONTINGENCY COEFFICIENT C OF CORRELATION FOR ALL SCHOOLS

		STANINE READING SCORE			TOTAL
		ABOVE 7-9	AT 4--6	BELOW 1-3	
GRADE LEVEL ESTIMATE	ABOVE 1	2 (1)	25 (10)	14 (30)	41
	AT 2	8 (6)	86 (58)	146 (176)	240
	BELOW 3	3 (6)	12 (55)	213 (167)	228
TOTAL		13	123	373	509

Limitation: Total number of third grade students in SEED Project is 591. Students missing some or both scores have been removed from calculation of Chi Square.

CHI SQUARE TEST	CONTINGENCY COEFFICIENT C
Chi Square = 99.12 Ho = Chi Square = 13.28 (.01, 4 df) SIGNIFICANT	C = .40 C/C max. = .40/.82 = .49 (3x3) or 49%

TABLE NO. 27: SEED PROJECT SECOND GRADE STUDENTS' NUMBER OF FULL DAY IN PROGRAM: MANN-WHITNEY U TEST TO DETERMINE WHETHER BOYS AND GIRLS DIFFERED SIGNIFICANTLY WITH RESPECT TO ATTENDANCE

SCHOOL	MANN-WHITNEY U STATISTIC	z	SEX		CRITERION: a = .01 SIG/NSIG
			MALE	FEMALE	
ALL SCHOOLS	25600.50	- .312	217	240	NSIG
ALL HALLOWS	487.50	- .089	26	38	NSIG
BAYVIEW	451.50	- .402	30	32	NSIG
BRET HARTE	453.00	- .159	29	32	NSIG
BURNETT	629.50	-1.045	34	43	NSIG
FREMONT	305.00	- .526	23	29	NSIG
HUNTERS POINT II	109.00	(93)*	17	20	NSIG
JEREDIAH SMITH	----------	-------DATA NOT REPORTED----------			
SIR FRANCIS DRAKE	1278.50	- .363	46	58	NSIG

*Critical Value for N_2 (9-20) in Table K in, Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), p. 275.

TABLE NO. 28: SEED PROJECT THIRD GRADE STUDENTS' NUMBER OF FULL DAYS IN PROGRAM: MANN-WHITNEY U TEST TO DETERMINE WHETHER BOYS AND GIRLS DIFFERED SIGNIFICANTLY WITH RESPECT TO ATTENDANCE

SCHOOL	MANN-WHITNEY U STATISTIC	z	SEX		CRITERION: a = .01 SIG/NSIG
			MALE	FEMALE	
ALL SCHOOLS	38661.50	- .052	255	304	NSIG
ALL HALLOWS	507.50	-1.236	35	35	NSIG
BAYVIEW	595.00	- .233	30	41	NSIG
BRET HARTE	639.50	- .227	33	40	NSIG
BURNETT	958.00	.- .214	41	48	NSIG
FREMONT	585.50	- .656	33	39	NSIG
HUNTERS POINT II	181.00	- .732	19	22	NSIG
JEREDIAH SMITH	156.50	- .348	14	24	NSIG
SIR FRANCIS DRAKE	1253.50	- .307	40	65	NSIG

TABLE NO. 29: SEED PROJECT SECOND GRADE STUDENTS' READING ACHIEVEMENT STANINE SCORES: MANN-WHITNEY U TEST TO DETERMINE WHETHER BOYS AND GIRLS DIFFERED SIGNIFICANTLY WITH RESPECT TO STANINE SCORES

SCHOOLS	MANN-WHITNEY U STATISTIC	z	SEX		CRITERION: a = .01 SIG/NSIG
			MALE	FEMALE	
ALL SCHOOLS	32124.00	-2.318	264	274	SIG
ALL HALLOWS	254.00	-1.725	24	29	NSIG
BAYVIEW	554.50	-1.992	38	39	NSIG
BRET HARTE	315.50	- .594	24	29	NSIG
BURNETT	649.00	- .482	33	42	NSIG
FREMONT	644.50	- .355	33	41	NSIG
HUNTERS POINT II	136.00	(82)*	16	19	NSIG
JEREDIAH SMITH	626.50	-1.038	37	39	NSIG
SIR FRANCIS DRAKE	977.50	-1.050	41	54	NSIG

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TABLE NO. 30: SEED PROJECT THIRD GRADE STUDENTS' READING ACHIEVEMENT STANINE SCORES: MANN-WHITNEY U TEST TO DETERMINE WHETHER BOYS AND GIRLS DIFFERED SIGNIFICANTLY WITH RESPECT TO STANINE SCORES

SCHOOL	MANN-WHITNEY U STATISTIC	z	SEX		CRITERION: a = .01 SIG/NSIG
			MALE	FEMALE	
ALL SCHOOLS	28123.50	-4.476	248	289	SIG
ALL HALLOWS	400.00	- .745	29	31	NSIG
BAYVIEW	383.50	-2.124	27	40	NSIG
BRET HARTE	387 50	-1.880	31	34	NSIG
BURNETT	827.00	-1.316	41	48	NSIG
FREMONT	408.00	-2.418	32	37	SIG
HUNTERS POINT II	132.50	(100)*	18	20	NSIG
JEREDIAH SMITH	381.50	- .539	25	33	NSIG
SIR FRANCIS DRAKE	865.00	- .971	34	57	NSIG

*Critical Value for N_2 (9-20) in Table K in, Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), p. 275.

TABLE NO. 31

SEED PROJECT SECOND GRADE STUDENTS' AND PRIOR YEAR SECOND GRADE STUDENTS' GRADE EQUIVALENT SCORES ON STANFORD READING ACHIEVEMENT EXAMINATION (FORM W) KRUSKAL-WALLIS ONE WAY ANALYSIS OF VARIENCE TEST BY RANKS---H

SCHOOLS	SEED PROJECT SECOND GRADE STUDENTS		PRIOR YEAR SECOND GRADE STUDENTS	
	RANK	MEAN GRADE EQUIVALENT SCORE	RANK	MEAN GRADE EQUIVALENT SCORE
BAYVIEW	7	2.03	10	2.31
BRET HARTE	12.5	2.40	14	2.62
BURNETT	12.5	2.40	8	2.04
FREMONT	11	2.34	9	2.20
HUNTERS POINT II	1	1.77	2	1.81
JEDEDIAH SMITH	6	1.96	3	1.82
SIR FRANCIS DRAKE	4	1.87	5	1.92
TOTAL RANKS	54		51	
RANKS^2	2916		2601	

$H = -.03$

H_o = Chi Sq. = 6.64, .01, 1 df.

NOT SIGNIFICANT

97

TABLE NO. 32

SEED PROJECT THIRD GRADE STUDENTS' AND PRIOR YEAR THIRD GRADE STUDENTS' GRADE EQUIVALENT SCORES ON STANFORD READING ACHIEVEMENT EXAMINATION (FORM X) KRUSKAL-WALLIS ONE WAY ANALYSIS OF VARIENCE TEST BY RANKS---H

SCHOOLS	SEED PROJECT THIRD GRADE STUDENTS		PRIOR YEAR THIRD GRADE STUDENTS	
	RANK	MEAN GRADE EQUIVALENT SCORE	RANK	MEAN GRADE EQUIVALENT SCORE
BAYVIEW	8	2.45	14	2.97
BRET HARTE	10	2.61	12	2.83
BURNETT	13	2.91	11	2.79
FREMONT	4.5	2.26	9	2.49
HUNTERS POINT II	6	2.39	1	2.09
JEDEDIAH SMITH	3	2.23	2	2.13
SIR FRANCIS DRAKE	4.5	2.26	7	2.42
TOTAL RANKS	49		56	
$RANKS^2$	2401		3136	

H = -2.19

H_o = Chi Sq. = 6.64, .01, 1df.

NOT SIGNIFICANT